

**Kasdi Merbah Ouargla University**

**Faculty of Letters and Languages**

**Department of Foreign Languages**

**Section of English**



**Dissertation  
ACADEMIC MASTER**

**Domain:**

Letters and Foreign Languages

**Field:**

English Languages Division

**Option:**

Applied Linguistics and ESP

**The Importance of Authentic Magazines in  
Developing Learner`s Reading Skills**

**Case study: Business students at Kasdi- Merbah**

**University in Ouargla**

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Publically defended

On: 16/06/2013

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**Academic Year: 2012 /2013**

## ***Dedication***

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*I dedicate this modest work to all whom I love:*

*\*to the best gift from my god my dear parents “Leila and Tahar” for their save and care.*

*\*To my kind brother and sisters: Mohamed, Narimane, Malak, Rahma, and Rawane for their spirits.*

*\*To all my family especially my grandfather “Bendif Mohamed”, my grandmother “Rahmani Fatima” And my Uncle “Makhloufi Mohamed” for their support*

*\*To my great chance of life my close friends: Farida, Fatima, Hafsa, Nadjat and Nadia for being with me all the time.*

*To all 2<sup>nd</sup> year Master students especially: Nour and Radja.  
For all whom my soul never departs.*

## *Acknowledgement*

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*A deep sense of gratitude goes first to Allah for being with me.*

*A special sense of gratitude would appreciatively go to my supervisor Dr. Goui Djamel whose views and help supply a great support to accomplish the work.*

*I must acknowledge my teachers Dr. N.Chaouki and Mr. M.Doufene for providing significant insights to the subject and their long service during the line of study.*

*I would like to express my special thanks to Mr. Kouraichi at the department of Economics for his assistance throughout the conducting of the task, so I could complete the work.*

*Special thanks also are registered to: the administrative staff, library assistants.*

*Finally I wish to thank my colleague Hakim to whom I owe a special dept of gratitude for his help and encouragement.*

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# *Introduction*



## **Introduction**

ESP materials have been one of primary concerns taken by many teachers in order to make their language course more related to learners` needs. Among them, the exposure to a variety of specialized genres of their subject matter in which reading is a basic skill that is included in the most ESP contents. ESP course, therefore, is determined in terms of particular wants. For this reason, information can be collected about the topics and themes required by learners, communicative functions needed to perform in their target situations, and which of the four language skills are used for achieving learner`s purposes. Hence, reading can be more effective if we use authentic materials.

The general approach, later on, has been taken as the most used process in reading. In this approach, the reader interacts with the text through his background knowledge he has and plays an important role in interpreting of the text. This view was an inevitable outcome of changes in the field of linguistics in 1970s. The communicative approach to language teaching was not a real change in the methods of teaching as it was in views about the nature of language. The attention has shifted from a focus on grammar as a central component of language to consideration of how language is used in different contexts. Hence, authenticity in teaching is one aspect of these current changes in the field in which learner is the centered focus. From this prospect, the use of magazine article as authentic material is suggested to promote the micro-skills of reading with large amount of text types that may highly motivate learners for further reading.

This study aims to spot light on the role of magazine article in improving reading skills, and it shows the different strategies for ESP teacher to conduct the reading task. The rationales behind choosing such a topic are:

First, since English for specific purposes relates directly to what the learners need to do in special area or vacation, ESP teacher must at least introduce some authentic materials to link between the classroom and the real world.

Second, reading will be an enjoyable activity if we use relevant texts that may have a positive effect on learners than instructional ones.

Authenticity seems to be a difficult notion to apply in the classroom. This criterion can have a negative effect on teaching in general and on ESP teacher specially. Thus, it is

necessary to draw on some basic knowledge to cope with the requirements of the real-world sources. Also, many issues will rise to be examined in this study such as considerations for

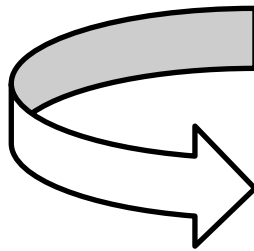
selecting a suitable text in order to avoid its complexity. Therefore, the problem of this research is: how does the use of magazine article develop more reading strategies? And what are the aspects of this usefulness on learners' achievement? For this reason, the study states the following hypothesis:

``The use of magazine as authentic material may have a significant effect on developing reading skill``.

This study is carried out on first year master business students at Kasdi Merbah University Ouargla. Taking this ESP course as a case study will illustrate the kind of problems learners have with reading authentic material and the major strategies they use to understand the text. The sample represents adult students who are aware of their needs and about to perform serious communicative roles in their career. Therefore, the means chosen to conduct this research is a reading task that contains some activities students asked to do in relation to magazine article. Analysis the data of students' responses will give the opportunity to draw conclusions, and make hypotheses about the effects of magazine article on student' performance.

This dissertation comprises three chapters. The two first chapters cover a detailed discussion of all concepts related to the subject. The first chapter deals with authentic material in general and magazine article especially with its use in English classroom. The second chapter is devoted to reading skill and the main strategies that are used in approaching authentic text. The last chapter represents the analysis of reading task that has been conducted on business students to examine their reading' achievements under the influence of magazine article.

# *Chapter One*



## *The use of Authentic Materials*

## **1 Introduction**

The purpose of this chapter is to emphasise the importance of using authentic materials for teaching. This will be illustrated with the use of magazine articles as a one source of real English language use for learners. In fact, using authentic texts in reading reflects the real-world purposes and situations in which language is used. If learners use only unnatural texts in the classroom, they will be deflated with their first experience of authentic language outside the classroom. Moreover, real-life materials provide one way of building confidence with original texts.

This chapter shall look first at different views on the subject following by its main types and sources, magazine as authentic material, important points to consider when selecting authentic text, and then the way of approaching magazine article in the classroom including some considerations to be addressed in order to overcome the difficulties raised by them. Lastly, some ideas and activities are expressed to get students familiar with the use of magazine articles.

### **1.1 Definition of Authentic Materials**

The use of authentic texts in ESP has been one of the issues that arises among EFL teachers, and takes a broad discussion in last decades. First of all, we shall define exactly what does authentic text mean? Hutchinson & Waters (1989) set out that the term authentic usually means the real-life language taken from the target situation, and which are not designed for language learning purposes.

Authentic materials, therefore, lose their authenticity since they are removed from their original context. Further, authenticity does not lie in the text itself, but in the particular context that it was written for. Wallace asserts that “as soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity” (1992, p.79).

In spite of that classroom is not a real-life context, it can be used as a simulated situation to involve learners in natural language community. Hence, the best way is to look at the role of the text plays in the learning process to fit learners’ needs rather than the abstract concept of its authenticity. This means that the importance of particular type of text will depend on the purpose of teaching, and what we want the text for?

Widwosson (1990) has argued two assumptions of natural language use in classroom but with some doubtful ideas about its validity. In other words, authenticity should be evaluated in the sense of its use by language learners. They usually lack the competence in which they cannot cope with the real-life language like native speakers. For this purpose, he distinguishes between the two terms `genuine` and `authentic`, material may be a genuine language data of native speaker, but authentic is a response of native speaker. This implies that authenticity goes beyond the text itself to include more the interaction between the reader and the writer. In this respect, “It is not that a text is understood because it is authentic but that it is authentic because it is understood. ...Everything the learner understands is authentic for him” (Davies, 1984, p. 192).

In fact, learners have difficulty even in the natural language use of their own language. Thus, learning situations prepared for developing language use should be planned in advance for learners. Another reason is that the process of learning natural language assumes the focus on meaning rather than form, and top-down rather than bottom-up processing, but this needs primarily an effective control of form as a basis to behave in wide range of situations. The main question here does not concern the use of natural language as an end of learning, but concerns the means that are used to learn the natural language. Hence, “The view of authenticity.....confuses ends and means and assumes that teaching language for communication is the same as teaching language as communication”(Widowsson, 1990, p. 46).

From this claim, one has to identify the different senses of the term authenticity, it is suggested by Breen that authenticity does not relate just to the language data selected for learning, but to the task and the social setting where the learner is involved. He groups these distinctions into four types.

- 1-Authenticity of the texts which we may use as input data for our students.
- 2-Authenticity of the learner`s own interpretation of such texts.
- 3-Authenticity of tasks conducted in language learning.
- 4- Authenticity of the actual situation set for learning.

This generalization of authenticity has given the term much significance. Nevertheless, it is preferable to maintain the term to refer to natural language behavior rather than the language-like behavior. Hereby, the two assumptions; the efficiency of natural learning and

the means/ends assumption derived from different perspectives to achieve authenticity in language learning in general. The first assumption exposes natural language use whereas the second one exposes the naturalness of language learning process. (ibid)

Another notion of authenticity has been suggested by Kramersch (1993) to include the cultural competence in language teaching and realize how can learners in the fabricated environment of classroom access to central code of another culture described by Nostrand as the culture`s ground of meaning.

The nature of ESP work is the description of a real-life task in which spontaneity is one of its main characteristics. Hence, ESP writer should provide an authentic text that will fit learners` needs. There is a list of numerous terms that are used relative to authenticity genuine, authentic, real, natural, scripted, contrived, semi-authentic, semi-scripted, and simulated-authentic. In fact, the authenticity of language has different degrees or gradations. However, it does not represent just that of language data, but also of purpose or task, writer`s or reader`s point of view. Particularly, one can deal with authenticity from at least four main perspectives: language input, task, event and learner experience. At this point, there is important question to be asked; should only texts be used in the ESP/EAP classroom? For this, there has been a broad discussion about this question regarding backwards and forwards since 1970s.

The simplest interpretation of authentic text is that text which is used normally in the subject area of the learner, produced by specialists for specialists and it is not designed for pedagogical purposes. The use of authentic text or speech recording in the classroom may raise certain questions. For example, is the language learning context appropriate for students? Is the topic, purpose and language level adequate and relevant for students? What are you using the text for? What do you hope your students to achieve with the text? Taking into account the answers of these questions, a teacher can provide a preferable text for students.

Non-authentic texts are good in themselves, but there may be outside circumstances which mean they are not sufficient. Particularly, language learning in earlier stage was based on the pedagogic purpose in using texts, but later on efforts have been devoted to give students the opportunity with real- life texts. This opportunity can provide a good combination between pedagogic purpose and meaningful context.

Wong, Kwok, Choi (1995) have dealt with the use of authentic materials at tertiary level on EAP/ESP courses in Hong Kong. The students were given the opportunity to use

newspaper articles as material to discuss vegetarian diets which was the basis for a number of activities. On the other hand, providing an authentic spoken language may be a difficult task in NNS situations. (as mentioned in Jordan, 1997)

Some people argue that when any authentic material will be adapted in any way, it will be immediately considered as contrived source. For example, by selecting, cutting, removing, or transferring to another communicative form. Even that, authentic materials can be simplified in some way in which they will serve the needs of learners. In the context of Business English, the most useful ones are those produced by companies for their employees, and even client information or general publicity. Furthermore, materials for public consumption and with Business content can also be used such as, newspapers, magazines, journals, and off-air transmission. (Ellis & Johnson, 1994)

“It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic” (Widwosson, 1990, p.67).

## **1.2 Types and Sources**

Below is a list of different authentic materials that can be used in the classroom for Business English teaching. They are of infinite numbers for which it is better to take only the most frequent ones.

### **1.2.1 Text Materials:**

This type provides a model of authentic written language. The use of different types of text material depends on particular group of learners, and the needs and the skills of target situation.

#### **A-Books**

They contain real Business language written for people who want to improve their Business knowledge and skills. They may also be written for study purposes at colleges and universities. Some can be very academic, practical, and some humorous. It is possible to find them in good general bookshop or in university bookshop in the case of Business text books. They can be found in libraries as well, for example, British council, and USIS. Learners may face some difficulties in the use of such books because they contain complex Business language which is written for native speakers not ESP learners. However, the learner would

not need to use the whole book, but just the relevant parts to learning like, certain chapters, paragraphs, or diagrams.

## **B-Newspapers, Magazines, Specialist journals**

They are produced for public consumption, but they can be useful in the class because of their relevance and interest. In addition, advertisements for products and jobs, illustrations and diagrams may also be selected. English language newspapers and magazines are the most available materials in major cities around the world, or can be ordered on subscription.

Specialist journals are usually available only on subscription or from libraries.

All the above materials can be used for pre-experienced learners when the content is relevant. They can also be used for job-experienced learners especially if they work at managerial level.

## **C-Company materials**

These are more appropriate for job-experienced learners in company, but some can be used for pre-experienced learners preparing for future job.

- **Annual Reports**

This kind of reports involves financial accounts of the company, details of directors, company structures, and changes prepared in the previous year. They are particularly suitable for finance and accounting staff when they are assessing companies from investment point of view, and for any employee who needs to present his or her own company.

- **Product Information**

These are often represented in glossy brochures where they offer information about products and services of the company for clients. Sometimes, companies produce these with general content directed to non-specialists; others have specific technical information for Business people. Further, they can be used in teaching for discussing techniques of advertisements, or relating to the learners` own products. Thus, they are interesting with a broad range of learners, both pre-experienced and job-experienced.



- ***Contracts***

These may differ in the degrees of their complexity and obscurity that they can be standard or non-standard. American contracts are more lengthy and detailed than the British ones that may use difficult legal jargon. Some contracts are easy to read and access like standard insurance, hiring and purchasing contracts, but specific contracts like financial transactions, buyer-supplier relations, joint venture relations, etc. are having restricted access.

- **Reports and Memos**

Reports are usually considered by their completing written form. They are long documents in which they contain specific information about finance, marketing, and technical developments. On the other hand, they can be sent through electronic mail, and by no means of papers. In addition, report may be short notes with no complete sentences. Some reports are prepared for internal consumption only while others are for external consumption including clients or other companies. These are especially used for people who need to read and write them. The use of reports depends on the kind of reports learners have to deal with. So, there are different samples and styles of reports. For example, pre-experienced learners may need to write reports for their courses of study which have different form of structure from company reports.

- **Manuals and Instructions**

A general instructional language used in these materials is the most common feature of them. However, they sometimes express either technical or official orders. Manuals are usually not so long and are commonly produced in print for broad use. Instructions are taken for using and keeping equipment or a machine in good conditions. If learners need to work with manuals, it is easy to get access to them; they can be available by learners, training institution, or the supplier.

### **1.2.2 Audio and video materials**

This type provides a model of spoken language. Even that, these materials can share many features with written language such as complete sentences, no rephrasing or repetition, no hesitation or false starts and even no grammatical mistakes. Natural speech is more available with recording made at live events which express all the aspects of natural speech. Even though, professional recording materials can propose useful listening practice. Audio and video recording can be used as background information for the trainer, and as listening practice for language learners. Video recording plays an important role that it can be used as prediction task for learners. For example, video without sound gives the opportunity for

viewers to guess what is happened from the actions and body language presented in the film, and to guess for the next coming reactions and events. As with text material, the teacher can practice the subject matter of the video in different ways. For instance, he can follow these materials by many tasks like role plays, summarizing, reporting, discussion skills and so on.

### **A-Radio and TV**

The different channels and stations programmed on TV and radio can provide one source of authentic English language. The BBC world service is one of the famous channels that gives opportunity for learners around the world to tune into authentic language. These provide very up to date videos for learners especially when they will be used in the classroom on the same day they will be recorded. Business people find a wide interest on using such videos because they offer many business themes through broad discussion and news items.

### **1.3 Magazine as Authentic Material**

Magazine as authentic material offers more than real language use, but authentic and personal responses. It is rich of relevant topics and cultural ideas that may motivate learners for reading.

Grundy (1993) has dealt with newspapers as authentic material for English classroom where he provides newspapers based-activities for teachers and the main approaches taken in order to build confidence with their use. He has claimed that newspapers contain interesting, relevant, varied information. They represent a clear picture of foreign society with all its habits, ways of thinking, and its prejudices so that the learner may be challenged by the use of such material.

The kind of materials newspapers/magazines are most likely treated as linguistic and more as cultural aspects. Teachers from their use want to create original and practical applications, and learners aim at the same time to feel that they are doing successful language learning.

#### **1.3.1 The Selection of Magazine as Material**

If we take a wide range of magazine articles, what are the criteria considered for selecting an appropriate text for students.

- **Readability**

At this stage, the focus is mainly on the language difficulty of the text, structures and vocabulary. For example at the lexical level, the set of vocabulary in the text should go in line with the level of students, but at the same time it is worth having introduce new words that can be understood through the context, and even promote the use of dictionary. On the other hand, readability covers also the matter of structures. The structural difficulty of the text is usually expressed by the sentence length and its complexity. (Nuttal, 1982)

- **Suitability**

Introducing magazine article as a material for students, of course, does not happen randomly, but it should go with their needs and interests. It is the question of providing an authentic text which students can interact with.

As Widowsson points out that authenticity in reading lies in authentic responses of readers towards intentions of the writer. This argument stresses on the prior knowledge that a learner will bring to the text rather than the language level of the text. It means that a learner who has passion for particular topic can make a well sense of text on the same topic simply because he has good prior knowledge of it. Hence, the relevance of the content to the learners, their interest, experience they bring with text and the appropriateness of the task are the keys to conducting text successfully. In this case, how we can make this high interest content of authentic text accessible by learners.

Another factor to be considered is variety; it is one criterion that we use to select reading text including variety of topic, of length of text, of rhetorical organization, and the last point is of reading purpose. Rivers and Temperley set out a list of reading purposes in which it may be developed into a course for intermediate high school or adult students.

- |                                      |  |
|--------------------------------------|--|
| -To get information                  | bus schedules, notices, weather forecasts. |
| -To respond to curiosity about topic | magazine articles, advertisements.         |
| -To follow instructions              | maps, guides, manuals....etc.              |
| -To keep in touch                    | postcards, letters, invitations.           |
| -To know what is happening           | news articles, news in brief.              |
| -To find out when and where          | announcements, programs.                   |

This is a list of reading purposes coupled with some authentic texts which can be used appropriately for intermediate students in order to enable them practicing different strategies of approaching a text. (as stated in Hedge, 2000)

- **Exploitability**

It is the third important criterion in selecting texts. The text which cannot be exploited for teaching purposes, cannot develop learner`s skills in reading. The intention here is shifted towards the ways of reading that make learners effective readers. Exploitability of text, therefore, defined in the use of the text to develop a practical purpose or skill. (Op cit)

The use of authentic material in classroom should be highlighted by pedagogic purpose as Senior (2005) says “.....we need to have clear pedagogic goal in mind, what precisely we want our students to learn from materials” (p.71).

#### **1.4 Magazine in English Classroom**

In fact, it is hard for many teachers to achieve the real notion of authenticity as proposed by Meinholf. It is assumed that whatever the authentic material is, there is a problem of using the texts outside their natural and socio-cultural environment such as the classroom. According to Meinholf, a strict interpretation of authenticity would include only original pieces of written and spoken language which occurred naturally between native speakers and could therefore accepted as “genuine communicative acts”. (as quoted in Wallace, 1992, p.79)

Authentic sources in classroom, therefore, are aimed for pedagogic purposes where they have lost authenticity. In this case, Meinholf suggests that learners can be involved in selecting of texts. The teacher may bring the collection of magazines from which learners can choose articles.

The use of magazine in classroom can highly motivate the students where they are exploited to real language with fully cultural backgrounds. This kind of material can also provide topics of interest which is ideal for practicing reading strategies skimming/scanning. Nevertheless, when approaching such materials in classroom, many problems may be raised. One of these negative aspects is that they are too culturally based in which may create a trouble of cultural conflict for learners. (Martinez, 2002)

Magazine in classroom, therefore, is expected to coincide with the learners’ level. One suggested way to cope with it, is to do some kind of simplification in order to make the text more suitable.

### **1.4.1 The Use of Magazine Material**

There is no doubt that the difficulty of a text will discourage students to read. So that simplifying the text is one way to make students understand well the text.

#### **Simplified Texts**

Fully authentic texts may be linguistically too difficult for both learners and teachers themselves. Thus, it is necessary to simplify the text for well-interpretation of the message. First, we have to assess the difficulty which is almost for both native speakers and foreign learners `the unknown words`. Further, as simplification is done for the purpose of understanding the text, it is worth considering here to respect its basic discourse quantities. Hence, among the parameters used, it is important to give the students the opportunity to use their intelligence, keep things which may stimulate students to ask questions, do not remove new words that can be understood from the context-learn new words through reading, and later on, anything in the original text can be useful as much as possible. Thus, if it is impossible to find the right text for the right level, simplification can be very helpful. (Op cit)

Considering authenticity as an interaction of reader with text, assumes that readers should at least use their schematic knowledge about the topic. Nevertheless, this necessity does not mean a completely agreement with text. The following applications present the ways of approaching and facilitating this interaction. They are most recent used with reading materials.

*Pre-reading:* this activity attends to prepare the students for coming linguistic difficulties and more cultural or conceptual ones. In addition, it gives the students the opportunity to active the prior knowledge about the whole issue.

*While-reading:* this task aims to make learners flexible and active readers. It is usually reinforced by the genre which leads the reader to read with a particular purpose.

*Post-reading:* it is like pre and while- reading promoting the interaction with text that is suitable to its genre, context, content, and reading purpose. (Op cit)

### **1.4.2 Building Confidence and Familiarity**

To build confidence and familiarity with the use of magazine, teacher may handle some kind of activities for that. In fact, the two notions go together to make learners comfortable with something unusual and strange. Below are some ideas and tips to get learners accustomed with the use of magazine:

\*Students can use the cover with words headlines and pictures to predict topics inside the magazine.

\*Choose one magazine from 4 ones using the cover.

\*Ask students to list types of topics taken by the magazine through the use of headlines and pictures, then compare types of topics with content pages. This will be a good familiarization action with article contents.

\*Ask students to select an article that interests them most. This supports the sense of achievement in learners.

\*Ask students to find all names of people or companies they were familiar with. This is very useful activity to show students how much they already know. (British council)

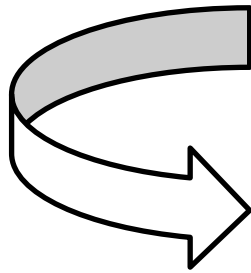
## **1.5 Conclusion**

This chapter has discussed one principle of communicative language teaching that is the use of authentic language. The use of magazine as one source of real language in classroom creates a sense of achievement for both teachers and learners.

Having identified the notion of authenticity from different views makes learners acknowledgeable about authentic materials and its applications. Further, most of researchers have in common that authentic materials are nowadays important and necessary for successful language learning. At the same time, there are some negative aspects which learners should be aware of when handling material like magazine.

One of these aspects is its complexity and cultural based that teachers should take into account besides others in selecting the text. Consequently, the efficiency of using magazine as an authentic material for teaching language is defined by particular basics and circumstances. Later on, in the next chapter, a particular discussion of reading strategies is carried out to investigate the influence of magazine article on reading skills.

# *Chapter Two*



## *Reading Skills and Authenticity*

## **2 Introduction**

Reading skill has been for long, one of the most important issues in language learning. It is clear that to raise the achievement in language learning, learners should be good readers, in the way they approaching and identifying a text as quickly and efficiently as possible. Hence, reading purposes are successfully achieved through well-use of reading strategies by learners, and the use of authentic text as reading material is one way for improving these skills and strategies for which we devote a particular insight into this chapter.

This chapter attempts to clarify and reinforce the reading task and its main processes. However, it is not the aim of this chapter to tackle the nature of reading process, but rather to indicate the reflection of authenticity on reading skill and exercises and activities learners are asked to do in relation to the text. Therefore, the definition of reading is introduced with particular interest in authentic reading and its practices in language learning. Related to this point, different reasons students may have for reading a text are stated in respect. Reading strategies are essentially taken here since they are basic elements to form the overall reading competence for learners. Nevertheless, they have not been all taking into consideration that the focus is most on skills students need to cope with authentic texts. Later on, addressing the question: how does magazine article affect the reading task? Summarises information about how good magazine use is, concentrating on major variables resulted by its use where students may engage with new techniques in reading.

### **2.1 Definition of Reading**

The desire to define what is reading and what it involves has been widely taken by many linguists so that the number of views suggested in reading is simply infinite. However, there is impossible overview on this process. Indeed, before approaching this activity and all its practical aspects for language learning, we need to consult some ideas on the nature of reading because good understanding of the construct of reading ability may diagnose better the inevitable problems of learner`s reading.

Alderson (2000) has defined Reading as a private and dynamic process which involves many activities and steps affecting each other. During this process, a reader tries to interpret what he is reading, and relates them to the idea he already knows. Thus, this interaction between the reader and the writer is changed by different readers and texts or at particular time and purposes. With this variation in understanding, there is no meaning tied to a text because the text has what Halliday and Widdowson (1979) call meaning potential. The potentiality in understanding is almost attributed to the differences of knowledge and



experiences readers have when reading. This sort of contribution of reader to the text has been slightly emphasized by Goodman (1982) in which he calls reading a `psycholinguistic guessing game`. With this given name, reading is mainly approached under guessing and prediction processes of text`s meaning, Of course with minimal understanding of the text, and maximum use of present knowledge. (as mentioned in Alderson 2000)

In fact, focusing on the way of interpreting text has been submerged by the idea or the focus on what one has understood from a text. It is an alternative approach to inspect the process of reading. Even that, the product approach has a limited use in recent years for language teaching. Language teachers often concentrate on improving the way learners approach text and the skills and strategies they may follow in order to comprehend appropriately the text.

Dutcher (1990), for example adopts this definition of reading: *“Reading is the process of constructing meaning through the dynamic interaction among the reader`s existing knowledge, the information suggested by the written language, and the context of the reading situation.”*

By this definition, the interactive model of reading has been highly suggested including various models of skills. As a result, authentic reading is a response to this dynamic interaction between the reader and the writer under the influence of authentic material.

Finally, the different approaches taken to explore what is reading are all possible, but it is not the aim of this chapter to draw on theoretical perspective on reading process rather to highlight the notion of authenticity in reading which is inevitably the outcome of active interaction between reader and the text. From this respect, the reader needs to develop the knowledge of essential skills and strategies in order to understand the text flexibly in various situations.

## **2.2 Reasons for Reading**

### **2.2.1 Reading in Different Ways for Different Purposes**

A variety of reasons having for reading a text, are highly expressed in the way read and approach it. Reading a loud with carefully intention in mind, for example is a common activity in classroom whereas it is rarely to happen outside the classroom where the majority of our reading is silently and for global comprehension. Moreover, the kind of materials used in classroom differs from that used by people in real life such as newspapers, magazines, letters, etc. Hence, strategies followed in reading the text, time spent by each reader, type of

text used for reading can be all determined by particular purpose of reading. (Nutall, 1982) Nevertheless, someone`s reading behavior is not necessarily changed by the change of particular type of text. Hereby, there is no obligatory correlation between them, and readers can process different kinds of reading during the length of one text. Thus, one may deal with two distinguished items for language reading extensive and intensive reading. The difference here is mainly concerned with pedagogical reason; extensive reading implies general looking on the text and promotes reading habits and practices; as well it increases the desire of students for reading. Intensive reading is largely stated for language learning where it requires more concentrated reading for detail. (Lui, 2010)

### **2.2.2 Authentic Magazine Reading**

The central use of reading for FL learners is to improve language, linguistic items, vocabulary structures, etc. But the real reason behind this use is to achieve non-linguistic behaviors like, extracting ideas, to deal with overseas customers, and enjoyment. For this purpose, we need not to spend time in using texts for language improvement. Instead, texts should go together with authentic uses that are most likely happened in our daily life outside the class room.

One is reading magazine. For example, it is because he wants to get something from it, searching for particular facts, ideas, or for enjoyment. Whatever it is the purpose, the reader is interested in what he is reading. Furthermore, the way he approaches the text, is strongly influenced by the reason. Reading silently with less attention in grammatical structures is justified by the real aim of the reader for getting the meaning of the text and verse versa when reading a loud with careful intention paid with each word in the text. (Op cit)

### **2.3 Teaching Authentic Reading Skill**

In fact, when we read any particular passage, we apply different reading strategies to fulfill specific reading purposes. Strategies in reading are a foundation course that prepares learners for good approaching of texts. They are series of skills which students practice through exercises to evaluate their understanding of basic information in the text. Reading for the main idea, for example, is one strategy learner uses in order to draw on an important clue in the text. To develop this clue, the author will set out some details and facts about the topic. Thus, the author usually supports one major idea that wants readers to learn after finishing reading and good readers are able to differentiate between the main idea and support idea. (Motai & Boone, 1988)

Reading magazine article for special interest, for example is followed by certain techniques which may facilitate more the grasp of such text. Therefore, as proposed by Grellet (1981), it is worth considering activities and questions which suit the type of text and the purpose that is reading for, asking students for detailed comprehension of long set of Business letters, may demotivate and distract them from developing reading strategies suitable to their real purpose of reading.

Reading task involves various skills. Among them, ones are usually used with authentic texts that contain more complex vocabulary and structures. Even that, students should be exposed to real language whenever possible because the difficulty of reading task does not tie to the text itself, but to the activities students are asked to do. Thus, one should consider primarily activities /questions more than texts. On the other hand, reading skills are not separated from each other. For instance, one often starts skimming the text to take the gist before deciding scan the text to draw on particular information. Another important point when introducing exercises is that activities should be defined by teaching aim rather than testing aim. Teaching activities usually focus on developing the way of reading and on the global understanding of the text. Whereas testing apparently include more accuracy-based activities suggesting reading for detail.

In short, grading reading strategies over other concerns is a key concept in order to make students independent and efficient readers. Moreover, one should remember that meaning is not tied to the text, but each reader makes his own meaning from his previous knowledge and what he expects from the text. From this claim, one can see how important is to involve learner`s own interpretation of the text in reading activities.

### **2.3.1 Active-Previewing and Skimming in Authentic Magazine**

Teacher can ask students to use the titles, headlines, and pictures to guess what a text is about. This will lead them to anticipate the content and expect later on to find it in the text. Hence, to preview magazine article one needs to look first at the title and sub-title, integrate at any pictures, graphs, or charts, then read the first sentence of each paragraph and the last sentence of the text. One of important factors in process of reading is the desire to read about specific subject. Questions are asked before reading the text in order to activate the prior knowledge students have about the topic, what they do not know, and what they need to know because whenever increases the curiosity to read the text, the easier it will be to understand it.

Skimming through a text means that you are getting about the main points of text, so it is very important to know where we look for essential ideas in order to be quick and efficient

readers. For that purpose, it is not necessary to read word by word, but rather running our eyes over the passage, some sentences, few words and expressions as signs to what it is coming next that simply we take the gist by quick glancing of text. Another useful technique in skimming is to ask students to underline all the words, expressions or sentences that they can understand in the text. Then, from these, they will be asked to guess what the passage is about and its main ideas.

Starting with general idea of the text has been recently the most adequate assumption in reading. It is claimed that tasks given at beginning of reading should take a global kind so that can go smoothly and easily into the details of passage. This process is efficient because it allows weak students at least to understand the general meaning especially of authentic texts which contain more difficult vocabulary and structures. Furthermore, it will help to recognize which type of text they read, its function, and its general structure. The awareness of the layout of text and its longer unites is a key step for well-interpretation and deducing of meaning. Thus, the general approach in reading is largely based on what will encourage students to activate their precedent ideas about the topic in order to decode its unknown elements, words and ideas.

### **2.3.2 Scanning in Authentic Magazine**

This kind of reading is adopted when we are looking for specific information through a text. It is usually held for answering particular questions about the text or searching for specific word or phrase. Hence, the rest parts of the text that do not belong to required information is rejected. Indeed, skimming and scanning are the two techniques which done rapidly to locate the relevant information. In both, we are taking initial impression of whether the text is sufficient and worth to spend the time on. (Lindsay & Knight, 2006)

According to Pasternak & Wrangell (2008), scanning is a quick looking for information in the text before and after reading it. It can be done for words, symbols, names, and brief answers. To scan magazine article for example, think first what you are looking for, then run your eyes quickly over the page by your finger or pencil pointing merely the asked item.

### **2.3.3 Reading for Specific Information in Authentic Magazine**

Reading magazines usually is carried out for pleasure or relax. But according to particular interests of readers, he finds himself reading carefully some parts in order to get detailed comprehension answers. Reading for detail requires a slowly follow of text rather

than a simple skimming or scanning which are taking a quick glance over the text. So, detailed reading covers each stage or order of information. For example, in reading a recipe, we need to follow each instruction of the text carefully. (Op cit) Supporting details are ideas that develop the main idea. They can be facts, arguments, reasons, and statistics. Magazine articles usually start with most important information to least important that details are often stated at the rest of the article. (Op cit)

### **2.3.4 Vocabulary Strategies in Authentic Magazine**

One possible strategy to cope with difficult words or phrases is to skip them. Some words are not necessary to comprehend the text or paragraph. But in the case that skipping words does not make sense, reader may indicate the part of speech of the skipped words. Then, think out of meaning can be understood and keep reading. We read this sentence for example:

*“Three miles from the xxxx, the engine of the plan stopped.”*

From the article `the`, we can identify the part of speech of the skipped word as noun. Three miles from the `something`, the engine of the plan stopped. We understand that the engine of the plan stopped three miles from something the plan could carry on. Then keep reading. Thus, it is good strategy for learners to know that they can understand general idea without being stuck to each word. However, skipping words is not always the appropriate option. Therefore, there are different strategies to pick up the meaning without using dictionaries.

Another strategy is that reader can use the text to catch up the meaning of infinite words by looking at the words or phrases surround them known as context clues. For instance, with this unknown phrasal verb

*“We knock over a glass of milk at the dinner.”*

Looking at the object `a glass of milk`, we know that it is not that we knock usually as door, but it is the one that we usually spill or drop. From this use, we conclude together that knock over means to spill something. As well we can look simply for synonyms or antonyms in the text to guess the meaning. Synonyms are often set aside from the sentence by parentheses (()), dashes (-), or commas whereas antonyms are often expressed through contrast indicators such as unlike, as opposed, but, in contrast...etc. In short, developing vocabulary strategies will build learners` confidence for which they become more autonomous and effective readers. (Pasternak & Wrangell, 2008)

Vocabulary activities are most frequently used under post reading activities after one reads the text where they get learners familiar with the kind of lexis used in the text:

- Vocabulary activities help students to rich their vocabulary through the identification of relationships between them like synonyms and antonyms.
- Questions may raise the critical reading for students and encourage them to evaluate the text.
- Comprehension questions may assess to what extent students understand the text.
- Activities can be designed for learning particular grammatical rules and discourse knowledge (Richard, 2001).

## **2.4 The Effect of Authentic Magazine on Reading Skill**

Magazines are an important source of authentic materials which can be easily used in language teaching classroom. They are the same like newspapers which inform, advertise, entertain, and as well as convince people with particular ideas. But, magazines with its colorful and glossy pages seem to be more interested than newspapers. This high interest which learners show in reading magazines should be exploited to make further reading and interesting activities. More ever, learners may enrich their subject content through a variety of facts, stories, and advertisements of magazines and explore very up-to-date language much faster since they are published daily, weekly, or monthly. (Laureta, 2009)

Indeed, many teachers support the use of reading authentic materials for language learners. But there was a general consensus among them about the idea of `exposure.` With this agreement, learners are benefiting a lot from the exposure to real language where they may develop their learning strategies and styles. What is special about the use of magazine as authentic material is that it contains a wide range of text types and language variations.

Magazine as one source of news and cultural information is comprised of variety of texts dealing with the same subject area such as Business, Fashion, politics, sport etc., where learners will make less effort to learn the vocabulary used in the text. In addition, they will become a more specialized in one area than another. Such material is ideal for learners to activate their previous familiarity with particular content in which they will be more integrated with reading action. Furthermore, it may help to practice other micro-skills such as scanning and skimming. For example, students can use context clues to take overall

interpretation of the text or even to learn new words which are useful for them in their subject area.

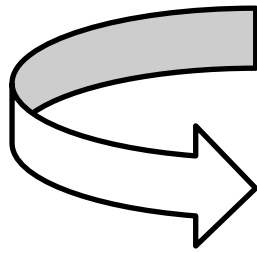
Toward the end, magazine articles can be largely used for extensive reading because they contain various topics of interest which make students excited for further reading of magazines. (Martinez, 2002)

## **2.5 Conclusion**

To recap, this chapter has looked at reading process which is tackled under the influence of authentic material such as magazine articles. Talk a bit more about this interaction at different ways with different purposes implies the practice of essential strategies needed to approach the text.

Understanding of the nature of the way reader processes such texts has been a started point in which one can spot a shift from the product approaches of reading to process approaches perceptions. Then, moving to deal with the different reasons learners have for reading like the authentic reason hold for reading, magazines. With increasing interest in reading process over the product, reading research has been focused more on the apparatuses used for this process. Hence, the key strategies learners can use to interpret the text particularly the authentic text are stated to emphasise the outcome of authenticity on reading skills. At the end, the effect of authentic magazine on reading has been a last point in which demonstrates the whole topic into some features to review the basics of magazine influence on reading.

# Chapter Three



Practical part



### **3 Introduction**

This chapter presents the practical part of the study. It carries out all procedures used for conducting the study involving research design, sample selection, research instruments, and later on the analysis of results. Students' responses constitute the collected data of reading task given to first year master Business university students in order to examine teaching reading skill by the use of magazine article as authentic material. The result of each question will be displayed in tables using statistic technique of percentage to facilitate the interpretations of the finding in light of the research study.

#### **3.1 Methodology**

The qualitative research method is chosen in this study to analyze the data of ESP students about the use of magazine article to develop their reading skills. It is one method of analysis that is common in second language research. In analyzing qualitative data; measures of frequency are used to remark how often a particular action occurs. Hence, in this phenomenon, data will be measured through recording how often learners engage in particular answer from another in reading task. The numerical information obtained therefore is presented visually in table format. Mackey and Gass (2005) mentioned that frequency measures can provide a concise summary of information, and help readers to understand the basic characteristics of the data.

#### **3.2 Sample Selection**

First year master business students were selected to participate in this study. This population includes thirty ESP students that were chosen at random. Students were taken from three specializations at Kasdi Merbah University-Ouargla. These were finance and banks, enterprise finance, and Marketing. The age average of all students was between 22 and 28 years old. So, the aim was to provide students with reading authentic text as research means used in the study.

#### **3.3 Research instruments**

In order to make concrete descriptions of learners' behaviors towards an authentic text, a reading task is administrated to students as one used technique for generating data. The aim was to present to subjects with reading authentic text that is relevant to their specialization. The data were collected through model of activities students asked to do in

relation to a magazine article. This article was taken from international Financial Times magazine namely the banker specials in Business and financial news. The use of such material to conduct the study will give the opportunity to obtain large amounts of information on participants' approaches in reading. As mentioned before, there was a clear shift towards reading process over the product that led researchers to emphasise on processes covers by reader's mind when approaching the text.

The task therefore was initiated with pre-reading test comprising three direct cloze questions yes/no and multiple-choice answers to draw on the prior information of students about the topic of the text. Students after are instructed to decide what the text is about via the previewing of article using title, sub-titles, photo, and all context clues provided in the text. After a quick skimming, lists of answers based on the text were prepared to measure participants' comprehension and vocabulary reading. Students were tested individually during their English session that lasted between 20 and 30 minutes. The investigation of these strategies had been carried out using an authentic text which seems to affect the kind of strategies developed by student in processing the text. Hence, the greatest effect of such material on strategy use lies on the frequency recorded in its use with the text.

### 3.4 Data Analysis

The data is obtained from a reading task which will be analyzed to measure the extent to which students were influenced by the use of authentic magazine article. The following tables will show the result of each question presented in the reading task following by careful descriptions and interpretations.

**Table-1 Students' Background information**

	Items	Frequency	%
Gender	male	19	63%
	female	11	36%
Age	22→28	30	100%
Speciality	Finance and banks	7	23%
	Enterprise finance	19	63%
	marketing	4	13%
Time spent in learning English	3 - 4	30	100 %

Table 1 shows that the largest percentages of students (63%) are male over the female percentage (36%). This inequity between male and female students is attributed to following reasons; the research sample is carried out on business students, the speciality that generally tend to have more male than female this possibly because of the nature of the activity of supplying goods and services for money and other financial matters which are not suitable for females.

Respondents are between 22 -28 years old. The table further reveals that all students (100) are younger which means that they have more to offer in terms of energy and productivity.

One reason is that younger students may spend more time yet to learn English in order to improve their business English. Additionally, younger students who lack sufficient training are more excited and motivated in learning English.

Another feature indicated by the table is that majority of students in the research sample study English for a period between 3 and 4 years. All of them (100%) have less than 3 years ESP learning experience which is needed to fulfill the roles and demands required by their subject matter so more experience students have more confidently they will be with real-world materials.

According to the table, the majority of the students (63%) in the research sample are taken from enterprise finance speciality while more than a quarter of the respondents (23%) are finance and banks students plus marketing students who represent (13%). Possible reason for this variety is the aim to cover the whole business area study that compromise different divisions.

**QA-** Answer by *Yes* or *No* the following questions

**1-**Do you think that the financial institution today provides a good service for their customers.

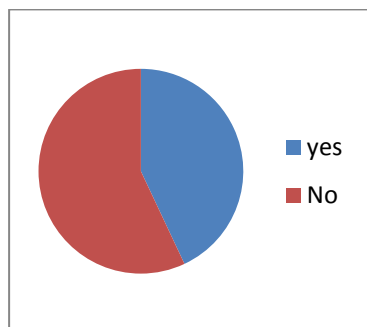
**2-**The use of the new technologies in bank can return the consumer confidence.

**3-**Each bank should modern its IT (information technology) in order to make high profits and values.

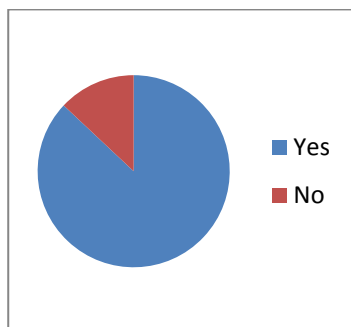
The total number	30
Yes	43%
No	57%

The total number	30
yes	87%
No	13%

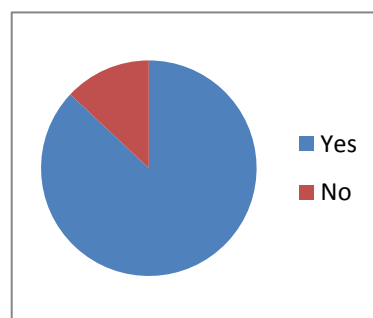
The total number	30
Yes	87%
No	13%



(1)



(2)



(3)

**Figure 1: The financial institution today provides a good service.**

**Figure 2: New technologies can return consumer confidence.**

**Figure 3: The bank should modern its IT to make high profits.**

### Tables (A) - (B): Using previous knowledge

Tables (A) pinpoint that all of the students have answered the questions stated before reading the article. As it is shown in table (1), there is a wide disagreement (57%) among students about the quality of service provided by the financial institutions while just (43%) who think that financial institutions offer a good service for customers. Additionally, table (2) shows that the majority of the students (87%) prefer the use of new technologies in bank, but only (13%) of them intentionally disregard the importance of using technologies to return the consumer confidence. The same percentage is recorded in table 3 where the majority of students (87%) think that IT has a great effect on making high profits and values in the bank, but (13%) say no, it has not.

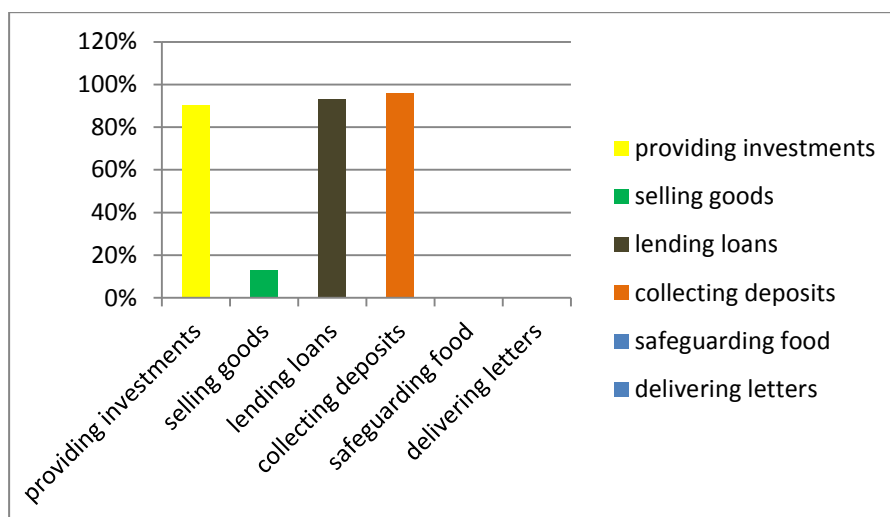
It is obvious in table B below that the most frequent answers tallying about the activities of bank are ranked as follows: collecting deposits (96%), lending loans (93%), and then providing investments (90%). Whereas, only (13%) of the students think that selling goods is one of the bank activities.

All in all, activating the prior knowledge about the topic is an effective strategy to integrate with the text and be familiar with. In this regard, *Greenall and Swan* (1986)

mentioned that predicting what information we have about the text before reading a passage may influence our reading comprehension. Developing this technique build more confidence to approach the text which already know about.

**QB:** check ✓ all the activities that may be performed by a bank.

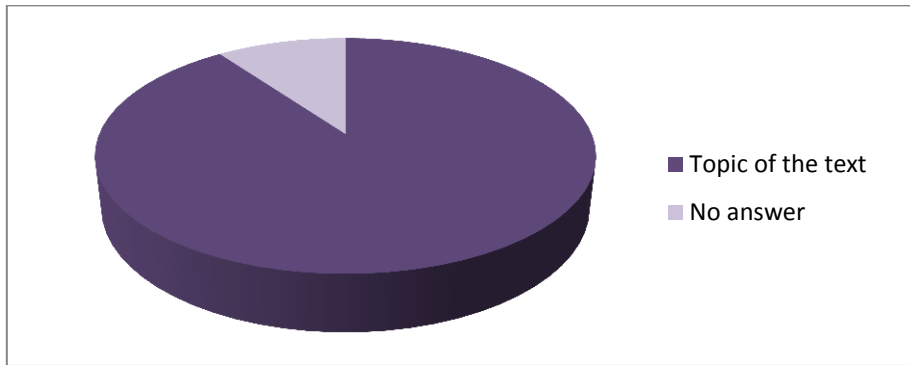
Items	Frequency	Total	%
Providing investments	27	30	90%
Selling goods	04	30	13%
Lending loans	28	30	93%
Collecting deposits	29	30	96%
Safeguarding food	00	30	00%
Delivering letters	00	30	00%



**Figure B: Activities performed by bank**

**QC:** preview the magazine article. Look at the photo, headlines, and underline all words, phrases or sentences you understand. Then guess what the topic of the text is.

	Frequency	%
Topic of the text	26	90%
No answer	04	10%
Total	30	100%



**Figure C: Guessing the topic of the text**

**Table C: Previewing the magazine article**

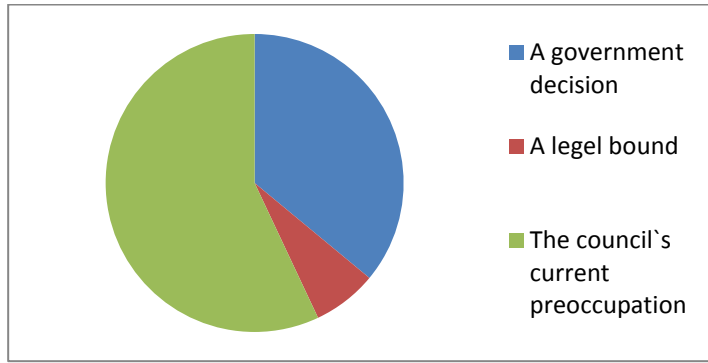
Table C indicates that a great number of students (90%) make descriptions on theme by looking at photo, titles, and sub-titles. Whereas, only (10%) of students who were unable to find out the specific area of the text. This probably, is due to some difficulties confronted in the text such as complexity of its vocabulary or the lack of interest with the subject matter. The aim of this test was to introduce the text through a quick reading coupled with underlying each word, phrase, or sentences students understand. Thus, this strategy may serve as a valuable link between the text and the background knowledge which will encourage thinking more carefully about the topic. Hence, this exercise in fact, promotes reading for general sense rather than for the meaning of each word.

**Q2A:** Read the text quickly. Then check the right answer for each question without looking back at the text.

**Answer 1:** What is Multi-channel delivery?

A government decision	11	36%
A legal bound	02	7%
The council`s current preoccupation	17	57%
Total number	30	100%

(1)

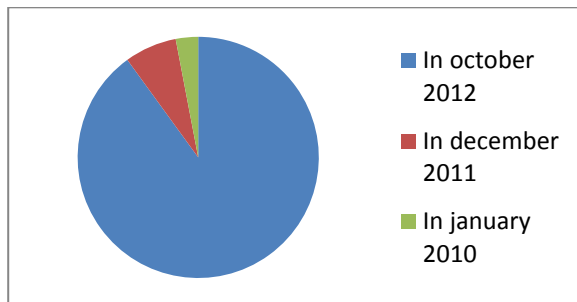


**Figure 1: Multi-channel delivery is the council's current preoccupation**

*Answer 2:* When did it publish?

In October 2012	27	90%
In December 2011	02	7%
In January 2010	01	3%
Total number	30	100%

(2)

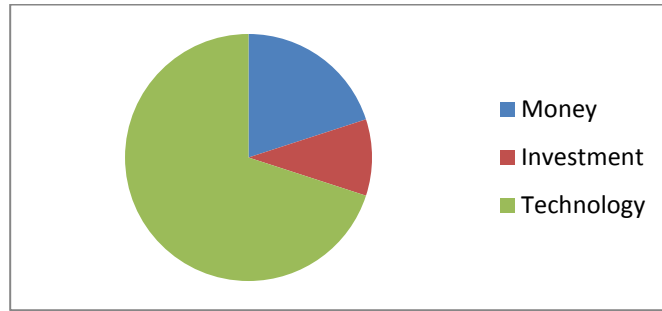


**Figure2: It is published in October 2012**

*Answer 3:* What is the central to the success of a multi-channel strategy is technology?

Money	06	20%
Investment	03	10%
Technology	21	70%
Total number	30	100%

(3)



**Figure 3: The Central to the success of a multi-channel delivery is Technology**

### **Tables 2 A Skimming and scanning**

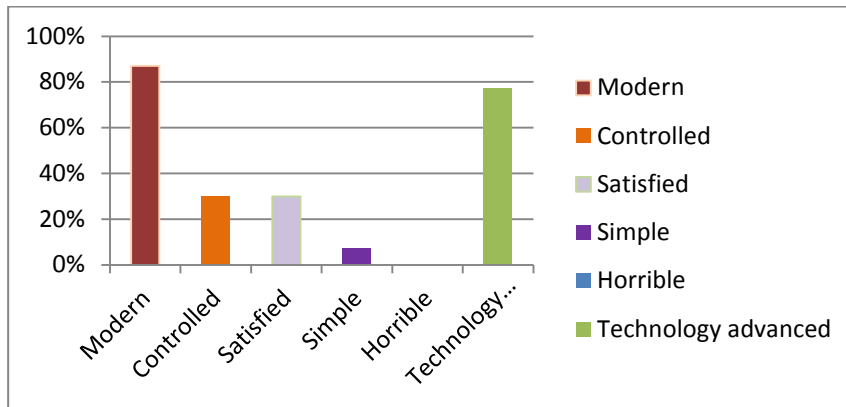
Through tables 1-2-3, one can notice that almost the majority of students appoint the right answers of the questions based on the text. Thus, the result rates are presented as follows: the council's current preoccupation (57%), in October 2012 (70%), and then technology (90%). In contrast, as it is shown in the tables, other answers show a fall in the rate for less than (30%).

In this exercise, students must skim the text quickly for specific information, and then answer the questions without looking back to the text. This skill examines the students' comprehension of the text and their understanding of important details.

**Q2B:** Check ✓ all the adjectives that may describe well the magazine article photo.

Items	Frequency	Total	%
Modern	26	30	87%
Controlled	09	30	30%
Satisfied	09	30	30%
Simple	02	30	7%
Horrible	00	30	00%
Technology advanced	23	30	77%





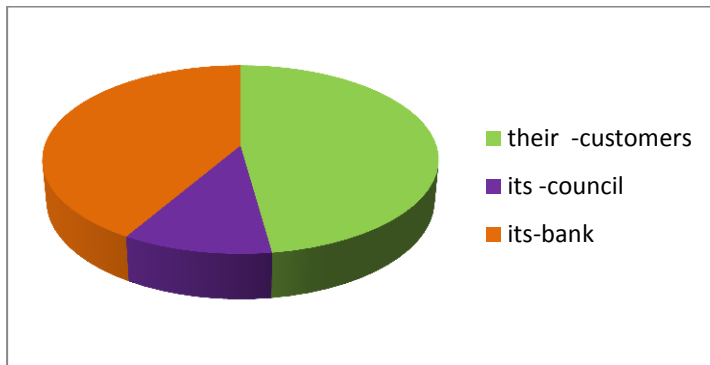
**Figure 2 B: Describing magazine article picture**

**Table 2B: Making visual judgments about magazine picture**

All of the students draw attention to the picture before reading the text. Thus, as it is shown in table 2B high rates of image descriptions are expressed through given adjectives; modern (87%), and technology advanced by (77%). Additionally, both adjectives: controlled and satisfied have been for the same rate by (30%). While others according to the table do not fit the picture. Although this activity does not depend on the text, it is worth illustrating of the entire content of article. Hereby, working with colour magazine picture especially whose details are apparent stimulates students naturally to think about it in their mother tongue which is a good place to begin thinking in foreign language. (Grundy, 1993)

**Q3:** Write what each possessive adjective refers to according to the text.

	Frequency	Total	%
Their →customers	23	30	76%
Its→council	10	30	17%
Its →bank	20	30	66%



**Figure 3: Possessive adjectives**

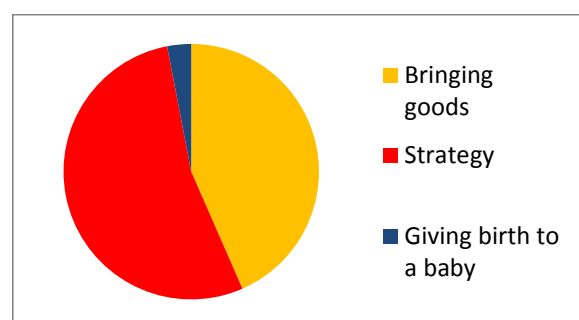
**Table3: Possessive adjectives**

Table 3 shows that (76%) of students write what possessive adjective `their` refers to according to the text in the first paragraph. Whereas, (17%) of students who find out what possessive adjective `its` refers to in the third paragraph, and (66%) that get the word to which the following possessive adjective `its` refers to in the fourth paragraph, From this respect, learning grammatical possessive adjectives through a magazine article can offer pedagogical support for students in the classroom. It is confirmed by **Senior (2005)** that “...we need to have a clear pedagogical goal in mind: what precisely we want our students to learn from these materials” (p.71).

**Q4:** Select the best meaning for each word or phrase according to the text.

**Answer: Strategy** 1. Delivery (par 3)

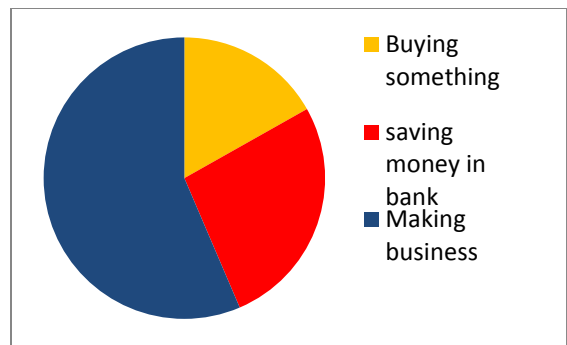
Bringing goods	13	43%
Strategy	16	53%
Giving birth to a baby	01	3%
Total number	30	100%



**Figure 1: Strategy**

**Answer: saving money in bank account 2. Investment (par2)**

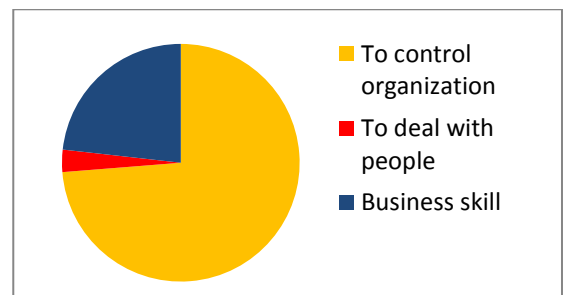
Buying something	05	17%
Saving money in bank account	08	27%
Making business	17	57%
Total number	30	100%



**Figure 2: Saving money in bank account**

**Answer: to control organization 3.Management (par3)**

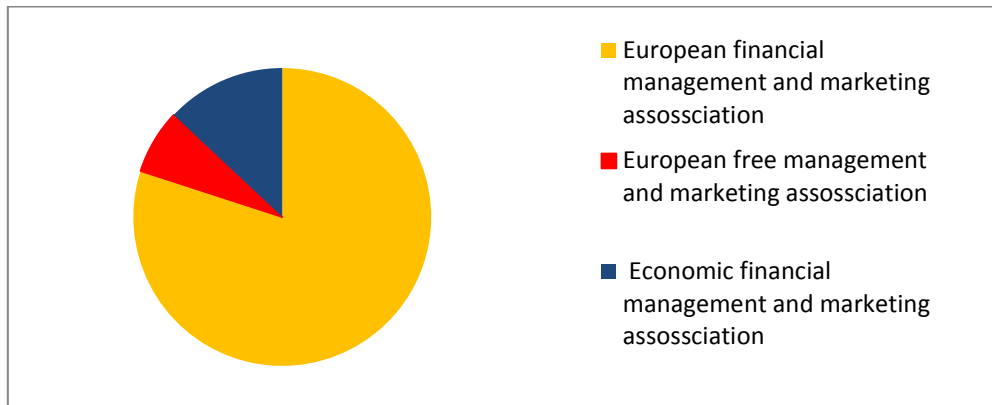
To control organization	22	73%
To deal with people	01	3%
Business skill	07	23%
Total number	30	100%



**Figure3: To control organization**

**Answer: European Financial Management and Marketing Association 4. EFMA (par 2)**

European financial Management and Marketing Association	24	80%
European Free Management and Marketing Association	02	7%
Economic Financial Management and Marketing Association	13.33	13%
Total number	30	100%



**Figure 4: European Financial Management and Marketing**

**Association**

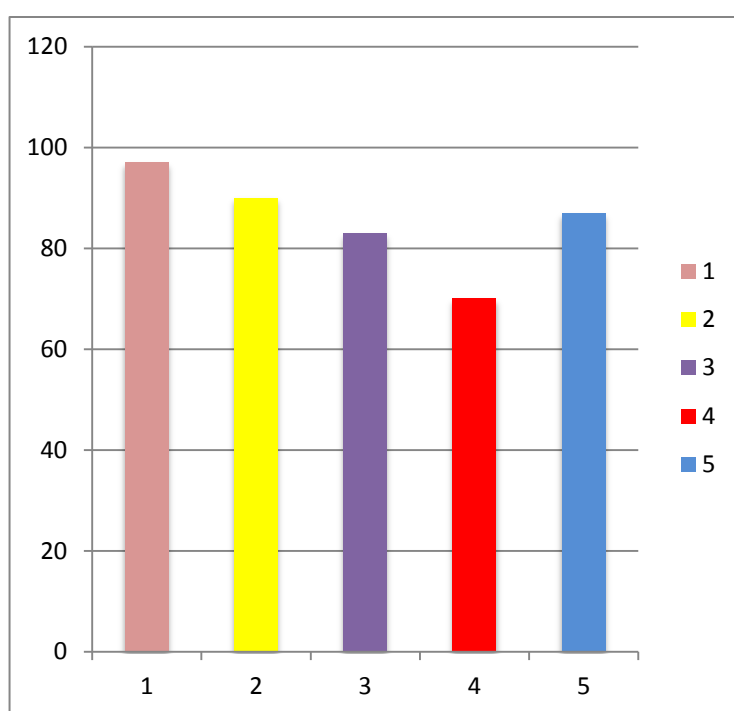
**Tables 4: Vocabulary in context**

Through tables 4, one can notice that a great number of students draw on the appropriate meaning of the given word or phrase. As it is shown in tables 1-2-3-4, the correct headings are ranked as follows: strategy (53%), saving money in bank account (27%), to control organization (73%), and European financial Management and Marketing Association (80%). On the other hand, the rest faulty answers provided in multi-choice list also have been taken particular rates the most frequent ones are as below: making business (57%), bringing goods (43%), buying something (17%), Economic Financial Management and Marketing Association (13%).

As a final activity, students were asked to deal with unfamiliar words related to the text. Guessing meaning from context is one vocabulary strategy that examines student's ability in copying with difficult words using all context clues provided in the text. According to tables, one notices that the only answer out of the four correct answers which appoints a low rate among students' responses is 'saving money in bank account' by (23%). This possibly, is attributed to confusion students make between the three given answers: buying something, saving money in bank, and making business that the majority selects the third one as the best meaning for the word investment. Other possible reason, when students are engaged with general use of term investment disregarding its particular use in the text.

**Table: Strategies used in approaching the text**

Strategies	Frequency	%
Background knowledge	29	97%
Previewing the text	27	90%
Skimming and scanning	25	83%
Possessive adjectives	21	70%
Vocabulary in context	26	87%



**Figure 1: Strategies used in approaching the text**

**1-Background knowledge**

**2-Previewing the text**

**3-Skimming and scanning**

**4-Possessive adjectives**

**5- Vocabulary in context**

Through the reading task` results, one can observe that the majority of students are in favor of applying all essential strategies in approaching the text. These varied activities were designed to practice particular skills in order to facilitate reading and maintain students` interest with the text. Thus, reading research has widely discussed both terms strategy and

skill and their relationship. Accordingly, strategy is defined as a conscious action while skill activates as sub-conscious behavior.

Via the answers of the questions about prior knowledge students have on the theme, (97%) of students who have integrating with the text through their previous information. In this sense, reading has been more relating to individual experience. Besides, the table shows that (90%) of respondents state careful predictions on the topic relying on photo, headings and all understood elements in the text. Hence, the student` interpretation of the text is highlighted under the frequent use of previewing text.

Further, to discuss reading authentic text for developing crucial skills such as skimming and scanning, students make a global sense of the text that exposes them later on to understanding the main ideas and details. Thus, (83%) present the extent to which students have succeeded with skimming and scanning test. Additionally, learning grammatical possessive adjectives through reading magazine article remarks agreeable accomplishment of the activity by (70%).

The last strategy indicates guessing meaning from context. Using surrounded clues with overall meaning of the text to understand difficult words can be an effective strategy that get learners out of the dictionary use. However, this can be impossible and obstacle to the student if the text is not suitable and does not target student`s interest and need. In that (87%) is a remarkable achievement for vocabulary test by students. It is apparent therefore from the analysis of strategies that magazine article does affect the kind of strategies used to process the text.

### **3.5 Conclusion**

In all, the reading task`s results have revealed that magazine article has a notable effect on improving students `reading strategies with basic understanding of the text. However, some of the students recognize obstacles and difficulties while doing the test. Hereby, in this chapter, data extracted are discussed systematically question by question and through graphic representations.

In fact, this investigation is limited by number of factors; it is difficult to make reliable judgments of authentic reading where students often present different levels and backgrounds. In addition, the aim to restrict the research to ESP students directs the study to ESP courses which are easily accessible. Furthermore, during the time of testing, the researcher noted that students have good realization of the text, but they lack the language skills to express their

views and opinions towards the topic which alternatively prevent them from accurate feedback.

Drawing on magazine's effect on student's reading performance has realized different strategies in learning objectives. Thus, the contribution should not only be reserved for developing student's reading strategies but also as rising student's understanding of content and level of knowledge.

# *Conclusion*



## *Conclusion*

Exposing reading magazine article as authentic material is the ultimate aim of the present study for enhancing reading strategies. For that, second year master business students were taken as a purposeful sample to carry out the examination.

The results gathered from the reading task given to students reveal a high interest in approaching the text in addition to the recognition of certain reading strategies by students for the first time. These findings indeed support the importance of magazine article as language material because it involves students with basic reading skills and promotes their motivation to learn, and this is illustrated in many research writing such as **Tamo (2009)** who asserts that “ Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student’s learning experience [...].Of course, we should always remember that we should bear in mind the task, not the material ” **(p.75)**.

From the previous discussion, one can resume that there is a careful distinction between authentic text and authentic reading. That is, authentic texts may not raise the same reading reactions and responses learners have when reading in their first language. In this respect, teachers should make a suitable selection of text and activities to provide language learners with authentic reading experience. Hereby, evaluating materials is one of the most important issues addressed in this inquiry and for which propose particular considerations; first, authentic texts should sound accessible for comprehension. That is, a large number of unknown words can be a serious burden for authentic reading. Second, learners need to be able to read for the global sense in which full-understanding is not necessary that is to say difficulty can lie on the task rather than the material itself.

Above all, since this study deals with teaching reading skill for ESP students, language learners should be given opportunities to draw on all strands of reading activity. Establishing a reading goal in mind is the primary way to help learners cope with the meaning of the text and draw on particular input. On the other hand, learners’ ability to perform communicative tasks related to what they have read may raise the sense of achievement in language use. Additionally, mastering language-level-skills; vocabulary, grammar, spelling...etc., can also be attended to reading of authentic text. But, language based-activities are thought to be less effective with irrelevant content. Lastly, teachers should provide learners with extensive reading of authentic texts that build fluency in reading.

At the end, adopting magazines in the English language classroom as teaching material exposes positive advantages over other natural texts in spite of inevitable difficulties posed by them. Furthermore, the acquaintance learners have with magazines in their mother tongue can be transformed into English language materials. Here therefore is a logical argument for authentic use of magazine materials. The role of authentic magazines in language learning then is worth to be researched about so as to equip with further information and facts.

# *Appendices*

*Ministry of Higher Education and Scientific Research*

*University of Kasdi Merbah –Ouargla*

*English Language Division*

*Dear student,*

You are kindly invited to answer to the following reading task. This test is conducted in relation to a degree master research which aims to examine the readability of authentic magazine article by business students.

*The student`s Profile*

1-Gender	Male <input type="checkbox"/>	female <input type="checkbox"/>
2-Age		
3-what is your speciality?		
4- How many years have you spent learning English?		

*I-Reading task*

**Customers:** زبائن

**Financial institution:** مؤسسة مالية

**Council:** مجلس –هيئة

1/ Pre-reading activities

**A-Answer by Yes or No the following questions**

1-Do you think that the financial institution today provides a good service for their customers.

Yes

No

2-The use of the new technologies in bank can return the consumer confidence.

Yes

No

3-Each bank should modern its IT (information technology) in order to make high profits and values.

Yes

No

**B-check (✓) all the activities that may be performed by a bank**

1-providing investments

4-collecting deposits

2-selling goods

5-safeguarding food

3-lending loans to customers

6-delivering letters

**C-Preview the magazine article below. Look at the photo, titles, and underline all words, phrases or sentences you understand. Then answer the question.**

What is the topic of this text? .....

2/ Understanding the text

**A-Read the text quickly. Then check the right answer for each question without looking at the text.**

1-what is Multi-channel delivery?

- a. a government decision
- b. a legal bound
- c. the council`s current preoccupation

2-when did it publish?

- a. In October 2012
- b. In December 2011
- c. In January 2010

3-what is central to the success of a multi-channel strategy?

- a. Money
- b. Investment
- c. Technology

**B-check (✓) all the adjectives that may describe well the magazine article photo**

- a. Modern
- b. Controlled
- c. Satisfied
- d. simple
- f. horrible
- e. technologically advanced

### 3/ Understanding Possessive Adjectives

**Write what each possessive adjective refers to according to the text.**

1. their (their financial services) (§ 1).....
2. its (its seventh annual report) (§ 3).....
3. its (and its customers) (§ 4) .....

### 4/ understanding vocabulary in context

**A- Select the best meaning for each word or phrase according to the text.**

1. Delivery (§ 3)
  - a. Bringing goods
  - b. Strategy
  - c. giving birth to baby
2. Investment (§ 2)
  - a. Buying something
  - b. Saving money in bank account
  - c. Making business
3. Management (§ 3)
  - a. To control organization
  - b. To deal with people
  - c. Business skill
4. EFMA (§ 2)
  - a. European Financial Management and Marketing Association
  - b. European Free Management and Marketing Association
  - c. Economic Financial Management and Marketing Association

*Thank you for your time!*

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## ABTRACT

This Master`s dissertation seeks to establish a better realization of magazine role as authentic material in enhancing reading skill. The aim of the study indeed was to draw on what is specified the use of magazine as teaching material over other natural sources because they all have something in common. Magazine- related activities then engage students in enjoyable practices of the language based on a variety of text types and language styles. Further, magazines can keep students up-to-date with English language use and the latest world news and information. In this regard, the existing body of the research includes three parts; the first part presents an overall view of authentic materials use specified by authentic magazine and its effective use in English classroom, the second part then tackles the major reading components involving reading authentic texts as language data, and the third one assigns the practical part of the study in which reading task conducted reveals particular finding and results about reading magazine. From the results drawn on second year master business university students, one can declare that students were attracted by magazine subject content and the full-colour picture in which may serve as a tool to stimulate students` reading strategies.

**Key words:** *Reading, Authentic Materials, Magazines, Skills, Motivation.*

### المخلص

تهدف مذكرة الماستر هذه الى دراسة دور المجلات كمرجع مهم في تعزيز مهارة القراءة. يعتبر استخدام مثل هذه المراجع داخل الفصل الدراسي عامل محفز للطلاب على المطالعة و الاستكشاف وذلك لما تحويه من معلومات و احداث قيمة، كما ان الانشطة المتعلقة بالمجلات تمكن الطالب من توظيف المعلومات بطريقة ممتعة استنادا الى مجموعة متنوعة من النصوص و الاساليب اللغوية.

في هذا الصدد، الجزء الرئيسي للمذكرة يتضمن ثلاثة اقسام : يعرض الجزء الأول نظرة شاملة حول المراجع الخارجية عامة و المجلات خاصة لدورها الفعال داخل الفصل الدراسي ، اما الجزء الثاني يتناول انماط القراءة الاساسية للنصوص الخارجية كمادة لغوية قيمة و الثالث الاخير يشمل الجزء العملي حيث تكشف التجربة التي اجريت عن نتائج معتبرة في قراءة المجلات ، من خلال هذه النتائج المسطرة على طلبة الماستر سنة ثانية إدارة الأعمال ، يمكن القول انه تم استحسان موضوع المقالة من طرف الطلاب و كذلك الصور و البيانات الموضحة بالألوان و التي كانت بمثابة أداة لتحفيز و تطوير استراتيجيات القراءة لدى الطلاب.

الكلمات الدالة : القراءة ، المراجع الخارجية ، المجلات ، المهارات ، محفز